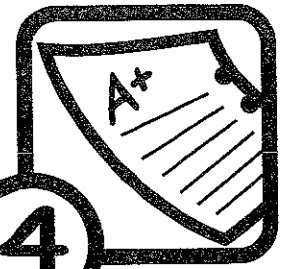


Risk WatchTM



FOURTH GRADE SUPPLEMENTAL LESSONS

TABLE OF CONTENTS

Motor Vehicle/Bus Safety	2
Fire and Burn Prevention	3
Choking, Suffocation, and Strangulation Prevention	5
Poisoning Prevention	7
Falls Prevention	9
Firearms Injury Prevention	11
Bike Safety I	14
Bike Safety II	16
Water Safety I	17
Water Safety II	19
Culminating Lesson	21



RISK WATCH™ AREA: MOTOR VEHICLE/BUS SAFETY

Objective:

Students will write a letter to a classmate explaining the safety rules to follow on the bus and why they need to be obeyed.

Materials:

Risk Watch™ Curriculum

Procedure:

1. The teacher will present the Risk Watch™ Curriculum on Motor Vehicle Safety.
2. The class will brainstorm and list on the white board the rules that need to be followed on the bus (i.e. getting on and off the bus in an orderly way; talking quietly; keeping head, arms and hands inside of the bus; not throwing anything out of the window; staying in your seat, etc.).
3. Students will be asked to write a friendly letter to a classmate explaining why it is important to follow the bus safety rules. Students will be required to include at least four rules in their letter. If students are not familiar with the friendly letter format it is important to introduce it at this point.
4. After the letters are completed students will deliver their letter to a classmate.

ARIZONA STATE STANDARDS:

LANGUAGE ARTS

STANDARD 2: WRITING, STUDENTS EFFECTIVELY USE WRITTEN LANGUAGE FOR A VARIETY OF PURPOSES AND WITH A VARIETY OF AUDIENCES.

W-E6. WRITE FORMAL COMMUNICATIONS, SUCH AS PERSONAL OR BUSINESS LETTERS, MESSAGES, DIRECTIONS AND APPLICATIONS, IN AN APPROPRIATE FORMAT AND FOR A SPECIFIC AUDIENCE AND PURPOSE

- PO 1. WRITE A FORMAL COMMUNICATION IN AN APPROPRIATE FORMAT FOR A SPECIFIC AUDIENCE AND PURPOSE
PO 3. EXPRESS IDEAS THAT ARE CLEAR AND DIRECTLY RELATED TO THE TOPIC

HEALTH

STANDARD 1: STUDENTS COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION

1CH-E1. EXPLAIN THE RELATIONSHIP BETWEEN POSITIVE HEALTH BEHAVIORS AND HEALTH CARE AND THE PREVENTION OF INJURY, DISEASE, DISABILITY AND PREMATURE DEATH

- PO 1. DESCRIBE POSITIVE HEALTH BEHAVIORS, WHICH CAN PREVENT COMMON INJURIES, DISEASES AND OTHER CONDITIONS



RISK WATCH™ AREA: FIRE AND BURN PREVENTION

Objective:

Students will write a how-to paragraph on how to escape from their home during a fire.

Materials:

Risk Watch™ Curriculum

Worksheet on page 4

Procedure:

1. Review the Risk Watch™ Fire and Burn Curriculum with the class. Discuss the steps necessary for an effective home fire escape plan.
2. Have students write a how-to paragraph explaining the proper way to escape from a house fire. Students will be given the steps for a home escape plan out of order and will need to put them in the correct order.
3. Provide the students with the Home Escape worksheet.
4. Students will write a paragraph on how to escape from a fire. Explain to students that they cannot just rewrite these steps; they will need to place them in the correct order and elaborate.

ARIZONA STATE STANDARDS:

LANGUAGE ARTS

STANDARD 2: WRITING, STUDENTS EFFECTIVELY USE WRITTEN LANGUAGE FOR A VARIETY OF PURPOSES AND WITH A VARIETY OF AUDIENCES.

W-E3. WRITE A SUMMARY THAT PRESENTS INFORMATION CLEARLY AND ACCURATELY, CONTAINS THE MOST SIGNIFICANT DETAILS AND PRESERVES THE POSITION OF THE AUTHOR

HEALTH

STANDARD 3: STUDENTS DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS.
3CH-E4. DEVELOP INJURY PREVENTION AND MANAGEMENT STRATEGIES FOR PERSONAL AND FAMILY HEALTH INCLUDING WAYS TO AVOID AND REDUCE THREATENING SITUATIONS

PO 1. IDENTIFY WAYS TO PREVENT PERSONAL AND FAMILY INJURIES

PO 2. IDENTIFY WAYS TO AVOID DANGEROUS SITUATIONS FOR YOURSELF AND YOUR FAMILY



Imagine that you are sleeping in your bed one night and suddenly you hear your smoke detector beeping. Write a paragraph describing how to escape from your house during a fire on your own paper. Listed below are the necessary steps you'll need to include in your paragraph. However, they are out of order. Please put each of the steps in the correct order when you write your how-to paragraph.

once you are out, stay out

open the window

call 9-1-1

go to your meeting place

the door feels hot

roll out of bed

wait for all family members to meet at the meeting place

crawl low to the bedroom door

crawl over to the window

tell the 9-1-1 operator your emergency and your home address

feel the closed bedroom door with the back of your hand

go to a neighbor's house



RISK WATCH™ AREA: CHOKING, SUFFOCATION, STRANGULATION

Objective:

Students will demonstrate the steps of the Heimlich Maneuver and write a paragraph explaining the steps necessary in performing this technique.

Materials:

Risk Watch™ Curriculum

Heimlich Maneuver transparency

Procedure:

1. The teacher will present the information from the Risk Watch™ Curriculum on Choking, Suffocation and Strangulation.
2. Explain to the students that the Heimlich Maneuver is the best-known method for removing an object from the airway of a person who is choking. You can use it on yourself or someone else.
3. Discuss the following from the Heimlich Maneuver transparency.
 - A. Ask the person, "Are you choking?" If the person can cough or speak, watch them closely to ensure the object is expelled (explain what the word expel means). Call 9-1-1 immediately if the person is still having trouble breathing. If they cannot cough or speak, start the Heimlich Maneuver.
 - B. To begin the Heimlich Maneuver stand behind the person and wrap your arms around his or her waist (if the person who is choking is much smaller than you, get down on your knees). Bend the person slightly forward.
 - C. Make a fist with one hand and place it slightly above the person's navel.
 - D. Grasp your fist with the other hand and press hard into the abdomen with a quick, upward thrust. Repeat this procedure until the object is expelled from the throat (airway).
4. Demonstrate the Heimlich Maneuver on a student in front of the class. Be sure to explain to the students all of the steps you are doing. When you feel the students are ready, have them perform the Heimlich on a partner. Stress to the students that they are to go through the steps, but don't actually need to thrust (we don't want anyone to get hurt). Remind them that the Heimlich Maneuver is only to be performed on someone who is choking.
5. After students have practiced, they will write a sequential paragraph explaining the steps of the Heimlich Maneuver.
6. Encourage students to use words other than first, second, or third in their sequential paragraph.

ARIZONA STATE STANDARDS:

LANGUAGE ARTS
STANDARD 2: WRITING, STUDENTS EFFECTIVELY USE WRITTEN LANGUAGE FOR A VARIETY OF PURPOSES AND WITH A VARIETY OF AUDIENCES.
 W-ES. WRITE A REPORT THAT CONVEYS A POINT OF VIEW AND DEVELOPS A TOPIC WITH APPROPRIATE FACTS, DETAILS, EXAMPLES AND DESCRIPTIONS FROM A VARIETY OF CITED SOURCES
 PO 2. USE LOGICAL SEQUENCE (INCLUDING TRANSITIONAL WORDS AND PHRASES SUCH AS FIRST, NEXT, THEN)

HEALTH
STANDARD 3: STUDENTS DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS.
 CH-E6. PERFORM BASIC SAFETY, FIRST AID AND LIFE SAVING TECHNIQUES
 PO 1. DEMONSTRATE BASIC SAFETY TECHNIQUES



HEIMLICH MANEUVER

Ask the person, "Are you choking?"

If they're choking, call 9-1-1 immediately.

Stand behind the person and wrap your arms around his/her waist.

Bend the person slightly forward.

Make a fist with one hand and place it above the person's navel.

Grasp your fist with the other hand and press hard into the abdomen with a quick upward thrust.

Repeat this procedure until the airway is clear.



RISK WATCH™ AREA: POISONING PREVENTION

Objective:

Students will demonstrate the ability to match poisons with the related use for that poison. Students will write a paragraph about why it is important to label and store poisons correctly.

Materials:

Risk Watch™ Curriculum

List of 20 poisons and their uses, cut out and place in two different envelopes

Procedure:

1. Discuss the Risk Watch™ Poisoning Prevention lesson.
2. Discuss different poisons students might be familiar with and their uses. Examples:
 - Clorox bleach/ cleaning clothes
 - Antifreeze/ keep cars from overheating
 - Weed killer/ killing weeds
 - Pesticides/ keeping bugs away
3. Divide students into 4 groups.
4. Give each group 2 envelopes; 1 with the poison names and 1 with the poison uses.
5. Challenge each group to match their cards up correctly.
6. After students have completed the matching activity they will write a paragraph stating why it is important to label and store poisons correctly.

ARIZONA STATE STANDARDS:

LANGUAGE ARTS

STANDARD 2: WRITING, STUDENTS EFFECTIVELY USE WRITTEN LANGUAGE FOR A VARIETY OF PURPOSES AND WITH A VARIETY OF AUDIENCES.

W-E1. USE CORRECT SPELLING, PUNCTUATION, CAPITALIZATION, GRAMMAR AND USAGE, ALONG WITH VARIED SENTENCE STRUCTURE AND PARAGRAPH ORGANIZATION, TO COMPLETE EFFECTIVELY A VARIETY OF WRITING TASKS

PO 1. SPELL CORRECTLY

PO 2. PUNCTUATE CORRECTLY

PO 3. APPLY THE RULES OF CAPITALIZATION

PO 4. APPLY STANDARD GRAMMAR AND USAGE

PO 5. ORGANIZE PARAGRAPHS WITH A VARIETY OF SENTENCE STRUCTURES

LANGUAGE ARTS

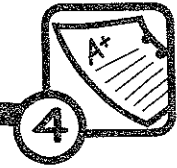
STANDARD 3: WRITING, STUDENTS EFFECTIVELY USE WRITTEN LANGUAGE FOR A VARIETY OF PURPOSES AND WITH A VARIETY OF AUDIENCES.

3CH-E4. DEVELOP INJURY PREVENTION AND MANAGEMENT STRATEGIES FOR PERSONAL AND FAMILY HEALTH INCLUDING WAYS TO AVOID AND REDUCE THREATENING SITUATIONS

PO 1. IDENTIFY WAYS TO PREVENT PERSONAL AND FAMILY INJURY

PO 2. IDENTIFY WAYS TO AVOID DANGEROUS SITUATIONS FOR YOURSELF AND YOUR FAMILY

Poisons	Uses
Bleach	Cleaning clothes and removing stains
Toilet bowl cleaner	Cleaning toilets
Windex	Cleaning windows
Dish soap	Washing dirty dishes
Paint thinner	Remove paint
Spray paint	Painting
Motor oil	Engine repair
Jewelry cleaner	Cleaning rings, earrings, and bracelets
Gasoline	Makes engine run
Oven cleaner	Cleans dirty ovens
Rubbing alcohol	Cleaning germs
Antifreeze	Keeps engines cool/hot
Nail polish remover	Removing nail polish
Lighter fluid	Lighting barbeques
Super glue	Fix broken objects
Batteries	Makes motorized toys work
Insect poison	Killing bugs
Chlorine	Cleans pools
Round-up	Killing weeds
Drain-O	Cleans drains



RISK WATCH™ AREA: FALLS PREVENTION

Objective:

Students will edit safety sentences.

Materials:

Risk Watch™ Curriculum

Editing worksheet copied for each student

Procedure:

1. Review the safety message from the Falls lesson from the Risk Watch™ Curriculum
2. Review editing techniques including checking for:
 - Capitalization of proper nouns and the first word of each sentence
 - Commas in a series
 - Periods, question marks, and exclamation points
 - Proper grammar
 - Spelling
 - Quotation marks
 - The use of periods in a title such as Dr. or Mrs.
3. Students will rewrite each sentence using correct spelling, punctuation, capitalization, and grammar skills.
4. After students have edited the sentences, the teacher will review and discuss each safety sentence.

ARIZONA STATE STANDARDS:

LANGUAGE ARTS

STANDARD 2: WRITING, STUDENTS EFFECTIVELY USE WRITTEN LANGUAGE FOR A VARIETY OF PURPOSES AND WITH A VARIETY OF AUDIENCES.

W-E1. USE CORRECT SPELLING, PUNCTUATION, CAPITALIZATION, GRAMMAR AND USAGE, ALONG WITH VARIED SENTENCE STRUCTURE AND PARAGRAPH ORGANIZATION, TO COMPLETE EFFECTIVELY A VARIETY OF WRITING TASKS

- PO 1. SPELL CORRECTLY
- PO 2. PUNCTUATE CORRECTLY
- PO 3. APPLY THE RULES OF CAPITALIZATION
- PO 4. APPLY STANDARD GRAMMAR AND USAGE
- PO 5. ORGANIZE PARAGRAPHS WITH A VARIETY OF SENTENCE STRUCTURES



Risk Watch™: Falls Prevention

Name _____

DIRECTIONS: Rewrite each sentence correctly. Look for errors in spelling, punctuation, capitalization and grammar.

1. dont never leave babys alone on beds tables or sofas

2. keep stairs cleer of toys and other items that could cause some one to trip.

3. Mrs smith always cleans up spills immediately to avoid sliping

4. do you make you'r stairs safer by keeping them well lit.

5. me and lisa take turns playing on the playground equipment?

6. my mother is always tieing my brothers shoelaces.

7. Slidding on your feet knees stomach or sliding headfirst is very dangerous.

8. Mr Jones was upset because a student was standding up on the slide

9. the teacher yelled "dont run or play games near the playground equipment "

10. dirt grass and sand are not safe playground surfaces for children!

11. Jacks mother didn't let him wear a jacket with drawstrings around the neck, because they could catch on playground equipment

12. Michelle kelly and jean were told by their father not to wear sandals to the playground

13. Be very careful around swings and watch where youre going, said Frank's mom.

14. The teacher told the class to wait there turn when waiting on line at the slide?

15. can pushing and shoving leed to some one getting seriously injured.



RISK WATCH™ AREA: FIREARMS INJURY PREVENTION

Objective:

Students will read and interpret mathematical tables on firearm deaths and answer questions relating to it.

Materials:

Risk Watch™ Firearms Worksheet copied for each student (Arizona)

Risk Watch™ Firearms Table for teacher to use as an overhead (California)

Procedure:

1. Begin the lesson by discussing the information in the Risk Watch™ Curriculum related to Firearms Safety with the class.
2. Ask students to define the word firearm. Make sure students understand that a firearm and a gun are the same. Stress the facts from the Risk Watch™ Curriculum on firearm safety. For example, if you see a gun or bullets go and tell an adult, stay away from guns, guns should be locked up and hidden from children, etc.
3. After the class discussion about firearm safety introduce the chart to the students (this could be the students first introduction to tables so it might be easier if you use the worksheet as an overhead). Point out that the information on the table is factual. Explain how to read the table with students. Let them know they will have an assignment similar to this to complete on their own so it is important they understand how to get information from the table.
4. Use the California Firearms Table for practice with the students. After you have explained what the information says on the table ask students questions pertaining to it. Here are examples of some questions to ask:
 1. How many children died in 1999 due to firearms?
 2. How many 5-9 year olds died in all 3 years?
 3. What are the three years used in this table?
 4. How many 0-4 year olds died in 1997?
 5. How many more 10-14 years olds died in 1997 than in 1998?
 6. Which age group had the highest number of deaths?
 7. What was the total number of deaths due to firearms all three years?
5. When you feel confident that the class understands how to read a graph pass out the worksheet for them to do on their own.

ANSWER KEY FOR WORKSHEET:

- | | |
|----------------|-------------------------------------|
| 1. Arizona | 8. 1995 had the most |
| 2. 10 children | 1999 had the least |
| 3. 25 deaths | 9. 15-19 year olds |
| 4. 1 more died | 10. Locking up the gun and bullets |
| 5. 3 died | Teaching children to not touch guns |
| 6. 4 died | or bullets |
| 7. 5 more died | 11. Tell an adult and stay away |

ARIZONA STATE STANDARDS:

MATHEMATICS:

STANDARD 2: DATA ANALYSIS AND PROBABILITY

STUDENTS USE DATA COLLECTION AND ANALYSIS, STATISTICS, AND PROBABILITY TO MAKE VALID INFERENCES, DECISIONS AND ARGUMENTS AND TO SOLVE A VARIETY OF REAL-WORLD PROBLEMS.

2M-E1. CONSTRUCT READ, ANALYZE AND INTERPRET TABLES, CHARTS, GRAPHS AND DATA PLOTS

PO 2. INTERPRET AND ANALYZE DATA FROM GRAPHICAL REPRESENTATIONS AND DRAW SIMPLE CONCLUSIONS

HEALTH

STANDARD 3: STUDENTS DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS.

3CH-E4. DEVELOP INJURY PREVENTION AND MANAGEMENT STRATEGIES FOR PERSONAL AND FAMILY HEALTH INCLUDING WAYS TO AVOID AND REDUCE THREATENING SITUATIONS

PO 1. IDENTIFY WAYS TO PREVENT PERSONAL AND FAMILY INJURIES

PO 2. IDENTIFY WAYS TO AVOID DANGEROUS SITUATIONS FOR YOURSELF AND YOUR FAMILY



**California Firearm Deaths
Ages 0 to 19
1997-1999**

Ages	1999	1998	1997
0-4	0	0	1
5-9	0	1	0
10-14	1	4	6
15-19	7	8	19
Total	8	13	26



Name _____

Arizona Firearm Deaths Ages 0 to 19 1995-1999

Ages	1999	1998	1997	1996	1995
0-4	0	1	0	0	0
5-9	0	1	2	0	1
10-14	0	1	1	1	4
15-19	0	3	2	3	5
Subtotal	0	6	5	4	10

1. What state did this information come from? _____
2. How many children died in 1995? _____
3. What was the total number of deaths due to firearms all five years? _____
4. How many more 15-19 year olds died in 1998 than in 1997? _____
5. How many 5-9 year olds died in 1999, 1998, and 1997? _____
6. How many more children died in 1995 than in 1998? _____
7. How many 10-14 year olds died in 1999, 1997 and 1995? _____
8. Which year had the most deaths? Which had the least amount of deaths? _____

9. Which age group had the highest number of deaths each year? _____
10. How can parents prevent an injury/death by a firearm?

11. What should you do if you see a gun?



RISK WATCHTM AREA: BIKE AND PEDESTRIAN SAFETY

Objectives:

Students will solve the math word problems using an advertisement.

Procedure:

1. Review bike safety tips from the Risk WatchTM Bike and Pedestrian lesson. Emphasize that the whole family can benefit from following bike safety rules; they are not just for children.
2. Depending on the level of your students, have the class complete the math word problems independently, in pairs, or as a whole class. Review basic tips in solving word problems such as clue words to help you determine which procedure to use to solve the problem; "what is the difference between..." would mean you most likely need to subtract, etc.
3. After the math problems have been solved check them together and discuss.

ANSWER KEY FOR WORKSHEET:

1. \$ 70
2. \$ 30
3. \$240
4. \$ 4
5. \$ 60
6. \$ 2

ARIZONA STATE STANDARDS:

HEALTH

STANDARD 1 STUDENTS COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION.

1CH-E1. EXPLAIN THE RELATIONSHIP BETWEEN POSITIVE HEALTH BEHAVIORS AND HEALTH CARE AND THE PREVENTION OF INJURY, ILLNESS, DISEASE, DISABILITY AND PREMATURE DEATH.

PO 1. DESCRIBE POSITIVE HEALTH BEHAVIORS WHICH CAN PREVENT COMMON INJURIES, DISEASES AND OTHER CONDITIONS.

MATH

STANDARD 1 NUMBER SENSE

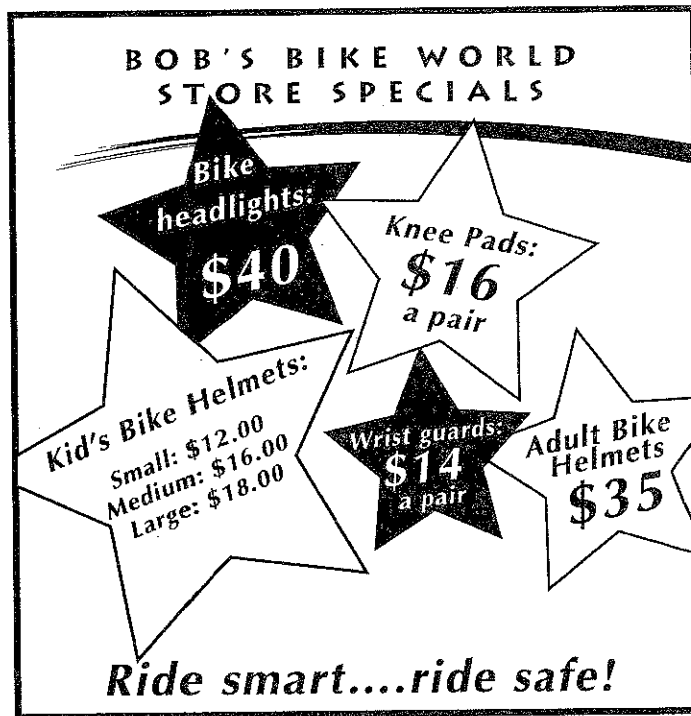
STUDENTS DEVELOP NUMBER SENSE AND USE NUMBER RELATIONSHIPS TO ACQUIRE BASIC FACTS, TO SOLVE A WIDE VARIETY OF REAL-WORLD PROBLEMS, AND TO DETERMINE THE REASONABLENESS OF RESULTS

1M-F3. UNDERSTAND THE MEANING FOR AND APPLICATION OF THE OPERATIONS OF ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION

PO 7. SOLVE WORD PROBLEMS USING THE APPROPRIATE OPERATIONS.

Name _____

Directions: John's family is getting ready for a bike trip. Using the advertisement below, solve the following math word problems.



1. If John's dad buys a bike helmet for he and his wife, how much money will he need?

2. John gets a pair of knee pads and a pair of wrist guards. How much does this cost?

3. There are 6 people in John's family. His father buys a headlight for each of their bikes. How much does he spend?

4. If John's older sister buys a new medium helmet for herself and pays with a twenty-dollar bill, how much change will she receive?

5. John's mother buys 2 pairs of knee pads and 2 pairs of wrist guards. How much did she spend?

6. John buys a medium helmet but realizes it is too small when he gets home. How much more money will he need to exchange it for a large?



RISK WATCH™ AREA: BIKE AND PEDESTRIAN SAFETY

Objectives:

Students will write a persuasive paragraph stating whether bicycle helmet use should be mandatory at their school.

Materials:

Risk Watch™ Curriculum

Procedure:

1. Have students write their topic in the middle of a lined piece of paper, "Mandatory Bike Helmet Use".
2. Students should fold their paper the long way.
3. On the left side of the paper students should write the word agree along the top.
4. On the right side of the paper students should write the word against along the top.
5. Have students think about the consequences of wearing or not wearing a bike helmet.
6. Each student should then list the reasons why they feel bike helmet use should or shouldn't be mandatory at their school. Students are to choose a side and defend it in a persuasive paragraph.
7. Once their ideas are written out encourage students to compile these ideas into a persuasive paragraph.
8. Tell them they are trying to persuade someone else to agree with them. They are trying to change someone's opinion.
9. Students will read their persuasive paragraphs to the class when finished.

ARIZONA STATE STANDARDS:

LANGUAGE ARTS

STANDARD 2: WRITING: STUDENTS EFFECTIVELY USE WRITTEN LANGUAGE FOR A VARIETY OF PURPOSES AND WITH A VARIETY OF AUDIENCES.

W-E4. WRITE A REPORT THAT CONVEYS A POINT OF VIEW AND DEVELOPS A TOPIC WITH APPROPRIATE FACTS, DETAILS, EXAMPLES AND DESCRIPTIONS FROM A VARIETY OF CITED SOURCES

PO 1. WRITE A REPORT IN OWN WORDS THAT STATES, DEVELOPS AND PROVIDES A CONCLUDING STATEMENT FOR A POINT OF VIEW (PERSPECTIVE) ABOUT A TOPIC THAT IS NARROW ENOUGH TO BE ADEQUATELY COVERED

PO 2. PROVIDE SUPPORT THROUGH FACTS, DETAILS, EXAMPLES OR DESCRIPTIONS THAT ARE APPROPRIATE, DIRECTLY RELATED TO THE TOPIC

HEALTH:

STANDARD 6: STUDENTS DEMONSTRATE THE ABILITY TO USE GOAL SETTING AND DECISION MAKING SKILLS TO ENHANCE HEALTH.

6CH-E1. APPLY A SOUND DECISION-MAKING PROCESS THAT INCLUDES AN EXAMINATION OF ALTERNATIVES AND CONSEQUENCES AND DETERMINES A COURSE OF ACTION TO RESOLVE HEALTH ISSUES AND PROBLEMS INDIVIDUALLY OR COLLABORATIVELY

PO 1. DEMONSTRATE THE DECISION-MAKING PROCESS



RISK WATCH™ AREA: WATER SAFETY

Objective:

Students will create a double bar graph based on water safety questions.

Materials:

Risk Watch™ Water Safety Curriculum

Rulers

Crayons, markers, colored pencils

Poster board

Construction paper

Water safety questions

Procedure:

1. The teacher will present the Risk Watch™ Water Safety Curriculum to the class.
2. Divide the class into groups of three.
3. At recess have the groups ask the water safety questions on page 18 to at least 30 students.
4. The groups are to document the answers given by participating students (be sure that these students haven't been asked by another group).
5. After all the information has been gathered, students will put the responses into a double bar graph.
6. The double bar graph will reflect the answers to each question. For example, "Do you swim with an adult?" The double bar graph should reflect a yes or a no response.
7. After the students have put the correct information on the graph, students need to make them look visually appealing.
8. The class will discuss the results of their graphs. The teacher will lead the class discussion to focus on risky behavior vs. responsible behavior pertaining to water safety.
9. Post the graphs in a central location so other classes and staff members at the school can see the results of the poll.

ARIZONA STATE STANDARDS:

MATH:

STANDARD 2: DATA ANALYSIS AND PROBABILITY: STUDENTS USE DATA COLLECTION AND ANALYSIS, STATISTICS, AND PROBABILITY TO MAKE VALID INFERENCES, DECISIONS, AND ARGUMENTS AND TO SOLVE A VARIETY OF REAL-WORLD PROBLEMS

2M-E1. CONSTRUCT, READ, ANALYZE AND INTERPRET TABLES, CHARTS, GRAPHS AND DATA PLOTS

PO 1. CONSTRUCT BAR GRAPHS

PO 2. INTERPRET AND ANALYZE DATA FROM GRAPHICAL REPRESENTATIONS AND DRAW SIMPLE CONCLUSIONS

HEALTH:

STANDARD 3: STUDENTS DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS.

3CH-E3. DISTINGUISH BETWEEN RESPONSIBLE AND RISKY/HARMFUL BEHAVIORS

PO 1. LIST DIFFERENCES BETWEEN RESPONSIBLE AND RISKY BEHAVIORS



Here are some water safety questions your students can ask:

- Do you swim with an adult?
- Do you swim during a rainstorm?
- Do you eat candy or chew gum when you are swimming?
- Do you horse play with your friends in the water?
- Do you swim at night?
- Do you run around the pool?

Extension Activity:

Have each group design a poster that states one of the learned water safety rules. Place these posters around the graphs.



RISK WATCH™ AREA: WATER SAFETY

Objective:

Students will create a visual poem using safety rules they have learned from the Risk Watch™ Water Safety Curriculum.

Materials:

Visual poem worksheet

Risk Watch™ Curriculum

Procedure:

1. The teacher will present the Risk Watch™ Water Safety curriculum to the class.
 2. After the material has been presented and students have a good understanding of the rules to follow around water, the class will list all the water safety rules on the board.
 3. After the rules have been written on the board have students imagine themselves at a swimming pool.
 4. Have students fill in the sentences on the worksheet provided to them.
 5. Make sure students include water safety rules in each line of their poem. For example, I see parents watching their children swim in the pool.
 6. After they have completed the worksheet, have students return to each line and delete the "I see, the "I hear, etc. For example, Parents are watching their children swim in the pool.
 7. Students will now add adjectives and descriptive phrases to each line in the poem. For example, Smiling parents are watching their young children swim gracefully in the pool.
 8. Make sure each line of the poem conveys a feeling or sense.
- Provide an example for the class. Have students rewrite their completed poem on a lined sheet of paper.

ARIZONA STATE STANDARDS:

HEALTH

STANDARD 3: STUDENTS DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS.
3CH-E4. DEVELOP INJURY PREVENTION AND MANAGEMENT STRATEGIES FOR PERSONAL AND FAMILY HEALTH INCLUDING WAYS TO AVOID AND REDUCE THREATENING SITUATIONS

PO 1. IDENTIFY WAYS TO PREVENT PERSONAL AND FAMILY INJURIES

LANGUAGE ARTS

STANDARD 2 WRITING: STUDENTS EFFECTIVELY USE WRITTEN LANGUAGE FOR A VARIETY OF PURPOSES AND WITH A VARIETY OF AUDIENCES.

W-E1. USE CORRECT SPELLING, PUNCTUATION, CAPITALIZATION, GRAMMAR AND USAGE, ALONG WITH VARIED SENTENCE STRUCTURE AND PARAGRAPH ORGANIZATION, TO COMPLETE EFFECTIVELY A VARIETY OF WRITING TASKS

PO 1. SPELL CORRECTLY

PO 2. PUNCTUATE CORRECTLY

PO 3. APPLY RULES OF CAPITALIZATION

PO 4. APPLY STANDARD GRAMMAR AND USAGE



Visual Poem Worksheet

Name _____

I SEE

I HEAR

I SMELL

I FEEL

I KNOW



RISK WATCH[™] CULMINATING LESSON

Objective:

Students will solve a variety of word problems related to the area of unintentional injuries.

Procedure:

1. Upon completion of the Risk Watch[™] Curriculum review some of the main safety messages students learned throughout the year.
2. Depending on the level of your students the math word problems on page 22 may be completed independently, in pairs or as a class.

ANSWER KEY FOR WORKSHEET:

1. 11
2. 18
3. 7310, 7312
4. 6:15 PM
5. \$ 11.50
6. 14
7. Purple

ARIZONA STATE STANDARDS:

MATH

STANDARD 1 NUMBER SENSE

STUDENTS DEVELOP NUMBER SENSE AND USE NUMBER RELATIONSHIPS TO ACQUIRE BASIC FACTS, TO SOLVE A WIDE VARIETY OF REAL-WORLD PROBLEMS, AND TO DETERMINE THE REASONABLENESS OF RESULTS.

1M-F3. UNDERSTAND THE MEANING FOR AND APPLICATION OF THE OPERATIONS OF ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION

PO 7. SOLVE WORD PROBLEMS USING THE APPROPRIATE OPERATIONS.



Name _____

Directions: Review your Risk Watch™ knowledge and solve the following math word problems.

1. 18 students are sitting quietly on the school bus facing forward with their feet on the floor. 7 students are up out of their seats talking to friends. How many more students are safe on the bus than are behaving in an unsafe manner?

2. Martin draws his home fire escape plan. He makes sure there are 2 exits out of every room. If he has 9 rooms, how many exits will there need to be?

3. Martin makes sure to include his address on his home fire escape plan. His street number is 7302. His next three neighbors to the east of his house have the addresses 7304, 7306, and 7308. If this pattern continues, what will the next 2 houses have as their street numbers?

4. Lacy has a bad cough. Her mother gives her 1 tablespoon of cough syrup at 2:15 PM. If the directions state that children should have 1 tablespoon of medicine every 4 hours, what time should her mother give her the next dose?

5. Jason is saving money for a new skate helmet. The helmet costs \$24.50 and he has saved \$13.00. How much more does he need to save in order to buy the helmet?

6. Tina's Girl Scout troop is going canoeing. There are 22 girls and 8 life jackets. How many girls will need to be waiting on the shore for them to canoe safely?

7. Five students at Lowell Elementary won new bike helmets at the Safety Fair. The students are able to choose the color of their bike helmet. There is one helmet in each of the following colors: red, silver, blue, black and purple. Billy's favorite color is blue. Janice has a red bike and wants a matching helmet. Alexis dislikes the color purple. Sam chooses the black bike helmet. What color helmet did Kristin choose?
